DOCUMENT RESUME

ED 187 984 CE 025 767

TITLE	Project CHOICE: #101. A Career Unit for Grades 3 and 4. Introduction to Commercial Art. (Fine Arts and Humanities Career Cluster).
INSTITOTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Feb 78
NOTE	49p.: For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; *Commercial Art; Educational Resources; Elementary Education; Grade 3; Grade 4; Instructional Materials; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit, Introduction to Commercial Art, is one of a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Fine Arts and Humanities Career Cluster, these thirteen lessons explore job opportunities in six areas of commercial art and give educational and equipment needs for a person desiring to enter the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187984

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#101

A CAREER UNIT FOR GRADES 3 AND 4

INTRODUCTION TO COMMERCIAL ART

(Fine Arts and Humanities Career Cluster)

CE025 767

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

February, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

JUL 21 1980

Fine Arts and Humanities Career Cluster

INTRODUCTION TO COMMERCIAL ART

CONTENTS

	Page
FOREWORD	1
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
ENTRY LEVEL ASSESSMENT	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	2
COMMUNITY RESOURCES	3
INSTRUCTIONAL ACTIVITIES 1 - 13	4
TASK CARDS 1 - 27	19

Fine Arts and Humanities Career Cluster

INTRODUCTION TO COMMERCIAL ART

TEACHER'S GUIDE

RATIONALE

Children are continually surrounded by examples of commercial art. This is a unit in which children will learn about the many areas of commercial art. They will gain an appreciation for the tasks of the commercial artist through their own participation. The artist-consumer relationship will also be explored.

GOALS

Through this unit, the student will:

- -Become familiar with many areas of commercial art.
- -Relate school skills to the skills used by commercial artists.
- -Understand the problems in creating according to someone else's specifications.
- -Participate in several commercial art activities.
- -Become aware of the artist/consumer relationship.

PERFORMANCE OBJECTIVES

The students will be able to:

- -Name six areas of commercial art.
- -List three school skills necessary to the commercial artist.
- -Name the equipment necessary for four areas of commercial art.
- -Give a reason why the commercial artists's work must appeal to the consumer.
- -Design at least three items in the commercial art field.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine the class awareness of the commercial art business.

1. Describe two kinds of art performed by a commercial artist.
2. Tell which school skills would help a commercial artist in his career.
3. Describe five kinds of equipment or materials a commercial artist must use to do his or her work.
4. Tell why ordinary people are necessary to the success of a commercial artist.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pre-test as well as a post test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films and soundstrips, as listed.
-Library books, as listed.
-Tape recorder and tape.
-A variety of art materials.
-Task cards.
-Film projector and filmstrip projector.

Films:

Lively Art of Picture Books (Teacher)
Careers in Art (Teacher)
Boy Creates
Discovering Line
Discovering Texture
Discovering Color
How Clothing Is Made
Creating Cartoons
Creating With Color

Soundstrips:

People Who Create Art

Books:

Dewey Number	Title	Author
687	How We Get Our Clothing	McCall
688.7	How To Make Doll Clothes	Dow

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 756	Discovering Line
MP 665	Discovering Color
MP 758	Discovering Texture
MP 2671	Craftsmen
MP 2682	People Who Make Things
FSKH (new)	The Atelier Mourhot - Lithography (Famous artists at work series)
MP (new)	Why Man Creates

COMMUNITY RESOURCES

Bakersfield Californian; Carol Mettler, Advertising Artist; Mike Manion, Political Cartoonist; 323-7631

Tom Strelich, Cartooning; 871-4285 (after 5:00 p.m.)

Commercial Art & Signs by Giordano; Mr. Girodano; 322-6307

Window Painting - Seasonal; Frank Percival; 399-2400

Brock's Department Store; Angela Schiebal; Field trip for 20 or less; 327-1731

Sally Irwin; Artist and Art Teacher; 589-0510

Architectural Illustrators; Lusich, Patrick, Henderson, Mueller & Associates; 2323 "F" Street; Mr. Mueller; 324-4791

TASK CARDS

Task cards may require the help of a tutor or parent volunteer in order for the directions to be read and explained and understood. The size of the group doing the tasks will depend on class make-up and needs. It is not the intention that all task cards be completed by every student. In some instances total group activities of one task card would satisfy the purpose.

INSTRUCTIONAL STRATEGY: LESSONS 1-13*

Lesson 1

PURPOSE

To familiarize students with the many areas of commercial art.

MATERIALS

1. Information Sheet #1, next page.
2. Felt pen.
3. Chart paper.

INTRODUCTION

Say: "Today we will see how many jobs in commercial art we can name. Think of all the art around you each day that must be planned and designed by somebody else."

CLASS ACTIVITIES

1. Have children name jobs while teacher lists them on chart paper.
2. Discuss what each job entails.
3. Refer to Information Sheet #1 for jobs that may have been left out.

SUMMARY

Have a student read the list the class has compiled.

*To the teacher: The task cards in this unit may be used with each lesson or at the teacher's discretion.

INFORMATION SHEET #1

Jobs in Commercial Art

1. Sign painter
2. Cartoonist
3. Newspaper advertising artist
4. Menu writer
5. Theater program maker
6. Book illustrator
7. Product packaging artist
8. Greeting card writer
9. T.V., play, and movie set designer
10. Interior designer
11. Clothes designer

Lessons 2 and 3

PURPOSE

To familiarize students with the job of a book illustrator, and to have them create their own illustrations.

MATERIALS

1. Simple children's books.
2. Four pieces of white paper stapled together to form a book.
3. Crayons.
4. Pencils.

INTRODUCTION

Say: "Today we are going to learn about the job of a book illustrator. We will be reading some books and designing our own illustrations."

CLASS ACTIVITIES

1. Make sure children know the meaning of "illustrator".
2. Discuss the fact that an illustrator must carefully read a book in order to accurately illustrate it.
3. Have the children read books to get picture ideas. Have them choose books from the classroom to illustrate. Tell them that if the book has pictures, to be sure to make new pictures with their own ideas.
4. Children read their book choosing four exciting or interesting sections to illustrate.
5. Tell them they may sketch or color, as long as they continue that same medium for all four pictures.

SUMMARY

1. Have students tell about their book while they show their illustrations.
2. Display their work.

Lesson 4

PURPOSE

To enable students to understand the relationship of line, color and texture in art. To emphasize that the commercial artist's work must appeal to the consumer for it to be successful.

MATERIALS

1. Film projector.

2. Suggested films: Discovering Line, #756
and
Discovering Color, #665
and
Discovering Texture, #758
(Available from Instructional Resources Center: Office of the Kern County Superintendent of Schools.) All three are good. Try to show two. Discovering Color is especially good.

INTRODUCTION

Say: "Today we will watch some films. Watch carefully. See if you can discover why this knowledge is so important to a commercial artist."

CLASS ACTIVITIES

1. View film.

2. Discuss what they learned from film.

3. Discuss why the artist must know those things. (Because he or she is being paid to design things that will have the eye appeal to attract the consumer. If the art work is unappealing, the product may not sell.)

SUMMARY

1. Prepare the students for tomorrow's guest, a commercial artist. List questions to ask. (See suggestions in front of unit, Community Resources section.)

Lesson 5

PURPOSE

To familiarize the students with the work of one aspect of commercial art through the assistance of a guest speaker.

MATERIALS

1. Guest speaker. (See suggestions in Community Resources section.)
2. Information Sheet #2, next page. (To be sent prior to visit.)

INTRODUCTION

Say: "Today _____ is our guest speaker. Listen to what our guest has to say and be thinking about some questions you'd like to ask after the talk."

CLASS ACTIVITIES

1. Listen to speaker.
2. Have a discussion session, using the children's questions.

SUMMARY

1. Have children write thank you notes. It should include something that especially interested them about the talk.

INFORMATION SHEET #2 — Form Letter for Guest Speaker

Dear _____,

We are delighted you are willing to take the time to visit our class. We will be expecting you _____(date)_____, _____(time)_____, _____(place)_____. Below is a list of areas of interest to our class. I suggest the following questions as a guide for helping in your presentation.

1. What do you do in your job?
2. What training is required for your job?
3. What are some advantages and disadvantages of your job?
4. What special materials do you use?
5. What school-learned skills have helped you in your job?
6. Any samples of your work or demonstrations would be welcomed.

If you wish to bring materials for demonstration, we will arrange for a student to carry these from your car.

We appreciate your cooperation, and look forward to your visit.

Sincerely,

_____(signature)_____

Lesson 6

PURPOSE

To enable students to appreciate the work of the clothes designer.

MATERIALS

1. Magazines or newspapers
2. Paper
3. Crayons and pencils
4. Film: How Clothing Is Made (Optional) This film traces a boy's shirt from the designing stage to it's mass production.

INTRODUCTION

Say: "Look at the clothes you're wearing and the clothes of your classmates. Everything you wear was designed or planned by a clothes designer."

CLASS ACTIVITIES

1. Have students page through magazines and newspapers for pictures of clothing.
2. Discuss the importance of style, color and comfort.
3. Have the students design two or more clothing items.
4. Tell them to make their drawings large enough to be clear; at least 6 inches.

SUMMARY

1. Have children show their creations.
2. Have them tell why they used the colors and styles they did.
3. Ask the students to bring old greeting cards to class for tomorrow's lesson.

Lessons 7 and 8

PURPOSE

To familiarize the children with the greeting card industry and to enable them to design their own cards.

MATERIALS

1. Pencil and crayons
2. Paint and brushes
3. Old greeting cards
4. Paper of varied colors, cut into card shapes
5. Scratch paper

INTRODUCTION

Say: "The greeting card business is a huge industry. People always want new and clever cards for many occasions. Today and tomorrow we will design our own cards."

CLASS ACTIVITIES

1. Have a discussion about why people buy particular cards.
2. Examine samples of greeting cards. Discuss what they notice about how greeting cards are made, such as, coordination of color with holiday, i.e., orange with Halloween, green with St. Patrick's Day.

SUMMARY

1. Have the willing students show cards and read verses.
2. Have students display their cards in the classroom.
3. Have students design and make the outside cover of a greeting card.
4. Discuss the importance of neatness (or people won't want to buy their card).
5. Discuss ideas for verses and write words they may need to spell, i.e., Halloween, celebrate.
6. Have students complete their cards with verses.

Lesson 9

PURPOSE

To familiarize students with the varied and technical skills of the interior designer.

MATERIALS

1. Crayons
2. Pencils
3. Paper
4. Worksheet #1, next page.

INTRODUCTION

Say: "Although the field of interior design is not always considered commercial art, the two areas are closely related. The interior designer has a complicated task. When designing someone else's house he cannot decide the shape of the room, and often the carpet and wall paint are already there. The designer must remember what colors and sizes look good together. The designer must provide good lighting, and plenty of places to sit."

CLASS ACTIVITIES

1. Pass out Worksheet #1. Discuss that the wall paint and carpet are there.
2. Tell the students they must plan the furniture and lighting for the room. Remind them to pay special attention to what colors look good together.
3. Discuss drawing things to scale.
4. Have students draw their furnishing plans.

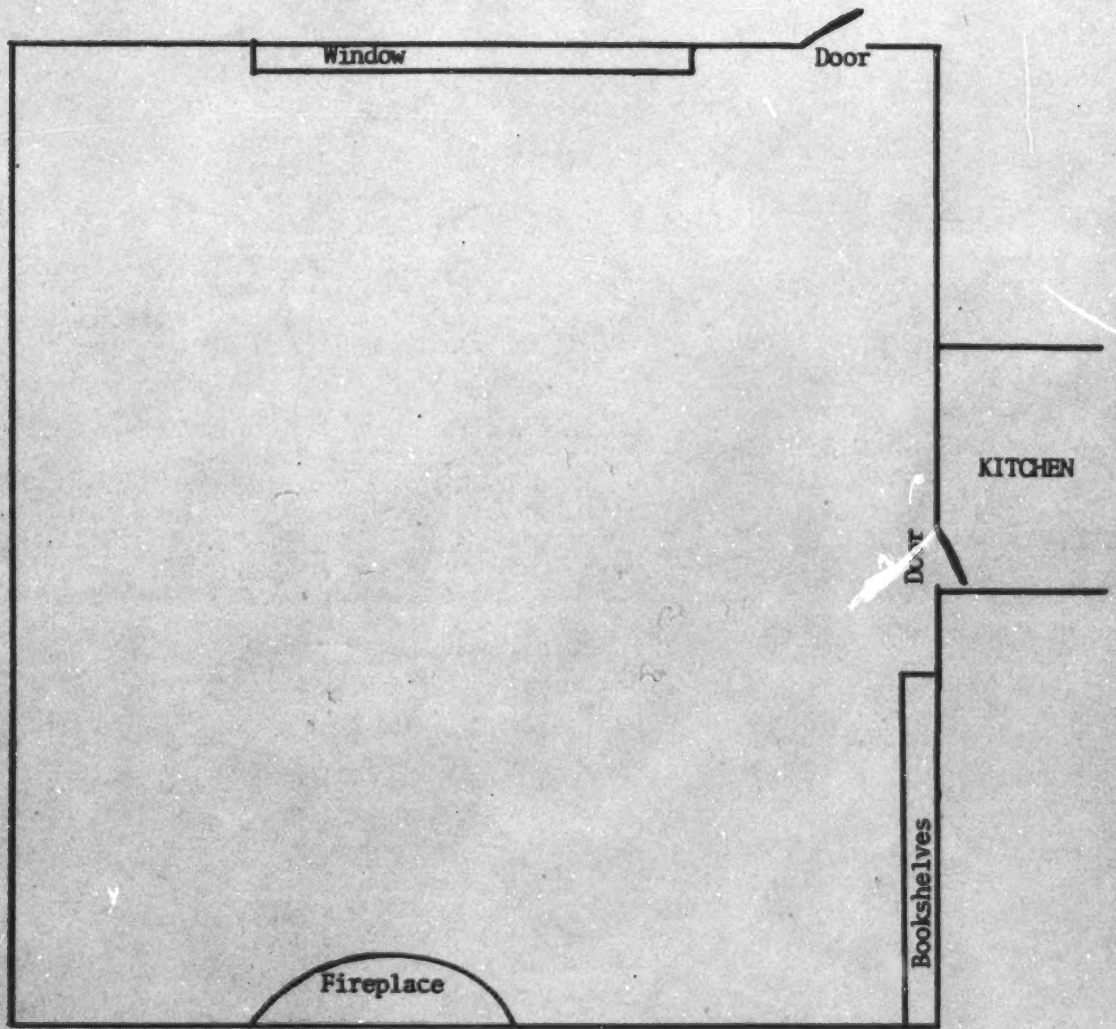
SUMMARY

1. Have students show their living rooms.
2. Discuss the rooms, being certain to state something special about each one.
3. Display work.

WORKSHEET #1

Name _____

Living Room:
Light blue carpet
White walls



Add couches, lamps, tables, chairs, or anything else to nicely furnish this room. Remember that chairs may need to be near lights. Choose colors that look good together.

Lesson 10

PURPOSE

To acquaint students with the job of the sign painter.

MATERIALS

1. Plywood, cardboard, chipboard or tagboard
2. Pencils
3. Paint
4. Rulers
5. Worksheet #2, next page.
6. Scratch paper

INTRODUCTION

Say: "Today we are going to be sign painters. Using information from Worksheet #2 we will create signs to advertise that company."

CLASS ACTIVITIES

1. Pass out Worksheet #2. Explain that they will choose one set of facts to advertise.
2. Discuss the importance of neatness and the necessity of being able to see the sign from a distance.
3. Have them plan their sign on scratch paper first.
4. Make signs.

SUMMARY

1. Have students display signs.
2. Tell students to bring in cereal boxes for the next lesson if they have any.

WORKSHEET #2

Choose one set of facts for your sign:

Safeway Store
Open daily from 10 A.M. to 10 P.M.

Bully's Restaurant
Serves: Prime ribs, steak, chicken
Open daily except Monday

Wash a matic Laundromat
Coin operated laundry
We will fluff and fold for small charge

or

Make up your own.

Lesson 11

PURPOSE

To enable students to understand the job of the commercial artist in product packaging.

MATERIALS

1. Pencil and crayons
2. Construction paper
3. Cereal boxes children have brought

INTRODUCTION

Say: "Nearly every product in the stores comes in a package designed by a commercial artist. Today we will design our own cereal boxes."

CLASS ACTIVITIES

1. Discuss why a product's packaging must be attractive.
2. Have students discuss why the cereal boxes on display are designed like they are.
3. Have students design their own "cereal boxes" on construction paper, using rulers to draw the box. Tell them to be sure to name their cereals and to tell what ingredients are in the package.

SUMMARY

1. Have students show their designed "cereal boxes".
2. Discuss why their boxes will help sell the cereal.

Lesson 12

PURPOSE

To acquaint students with the role of the commercial artist in newspaper and magazine advertising.

MATERIALS

1. Construction paper
2. Pencil
3. Crayons or felt pens
4. Rulers

INTRODUCTION

Say: "The commercial artist is an important part of a newspaper or magazine staff. Since newspapers and magazines make most of their money from people who buy advertising space, we can understand how important the artist is."

CLASS ACTIVITIES

1. With students, compile a list of facts to be included in an advertisement. Include product you're selling, cost, where it can be purchased, etc.
2. Have students make their own advertisements.
3. Stress clarity and neatness.

SUMMARY

1. Have children show their work.
2. Discuss what makes them appealing.

Lesson 13

PURPOSE

To evaluate class awareness of the field of commercial art. Responses may be written or taped and compared to responses on the pre-test.

MATERIALS

1. Questions on pre-test.
2. Tape recorder, or duplicated copies of pre-test (Entry Level Assessment).

INTRODUCTION

Say: "Today we'll find out how much we've learned about the field of commercial art."

CLASS ACTIVITIES

1. Discuss questions and tape record responses,
   or
   Written test.

SUMMARY

Children should feel free to talk about the things they've enjoyed about this unit. They should feel free to express likes and dislikes.

TALENT AND FAME

You need:

1. paper
2. pencil

Was your art work ever chosen to be displayed somewhere besides your home or your classroom? Where was it displayed? How did it make you feel?

Write a paragraph telling about the experience. Read it to the class.

MY DAD THE CARTOONIST!

Do you have a friend or relative who draws cartoons? Does he or she draw for fun or work? Tell the class about their work. Try to bring in samples to show the class.

BOOK JACKET

You need:

1. crayons
2. pencil
3. book
4. paper cut to the size of a book jacket
5. scissors

The book jacket attracts people to a particular book in a library or book store. Read a book. Cut white construction paper to form a book jacket. Unfold it and draw and color your picture. Would your picture attract someone's attention? Does it contain the name of the author, illustrator and book title? Display your work in the classroom.

CLOTHES DESIGNING

You need:

1. a book or a play
2. paper
3. pencil
4. crayons

Find a book or a play that contains several different characters. Decide how each character should be dressed. Design outfits for each character.

Ask the teacher for an opportunity to tell about the play or book. Show your designed outfits to the class. Explain why you dressed the characters as you did.

GREETING CARDS

You need:

1. paper (card size)
2. pencil
3. crayons

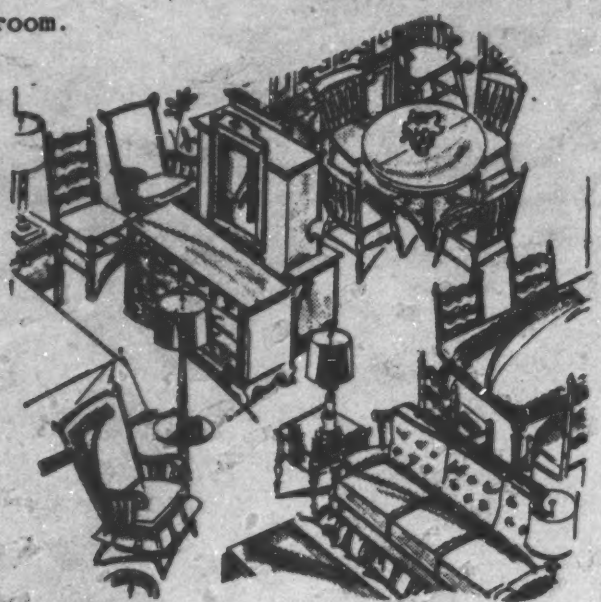
Most greeting cards are funny or happy. Many want to congratulate someone for a marriage, graduation, or new baby. Sometimes cards are not happy. These are often harder to make. Pretend your friend is seriously ill. You want to send her or him a card to express how you feel. Design a card you would pick out. Display it in the classroom.

INTERIOR DIORAMA

You need:

1. cardboard box
2. doll house furniture, carpet samples
3. crayons
4. paint
5. glue

Do you have doll house furniture around your house? If so, use the furniture along with wood scraps, carpet samples, and other materials to make a diorama or model of a room in a house. You may have to paint objects and walls so the colors look well together. Display your finished diorama in the classroom.



PRODUCT PACKAGING

You need:

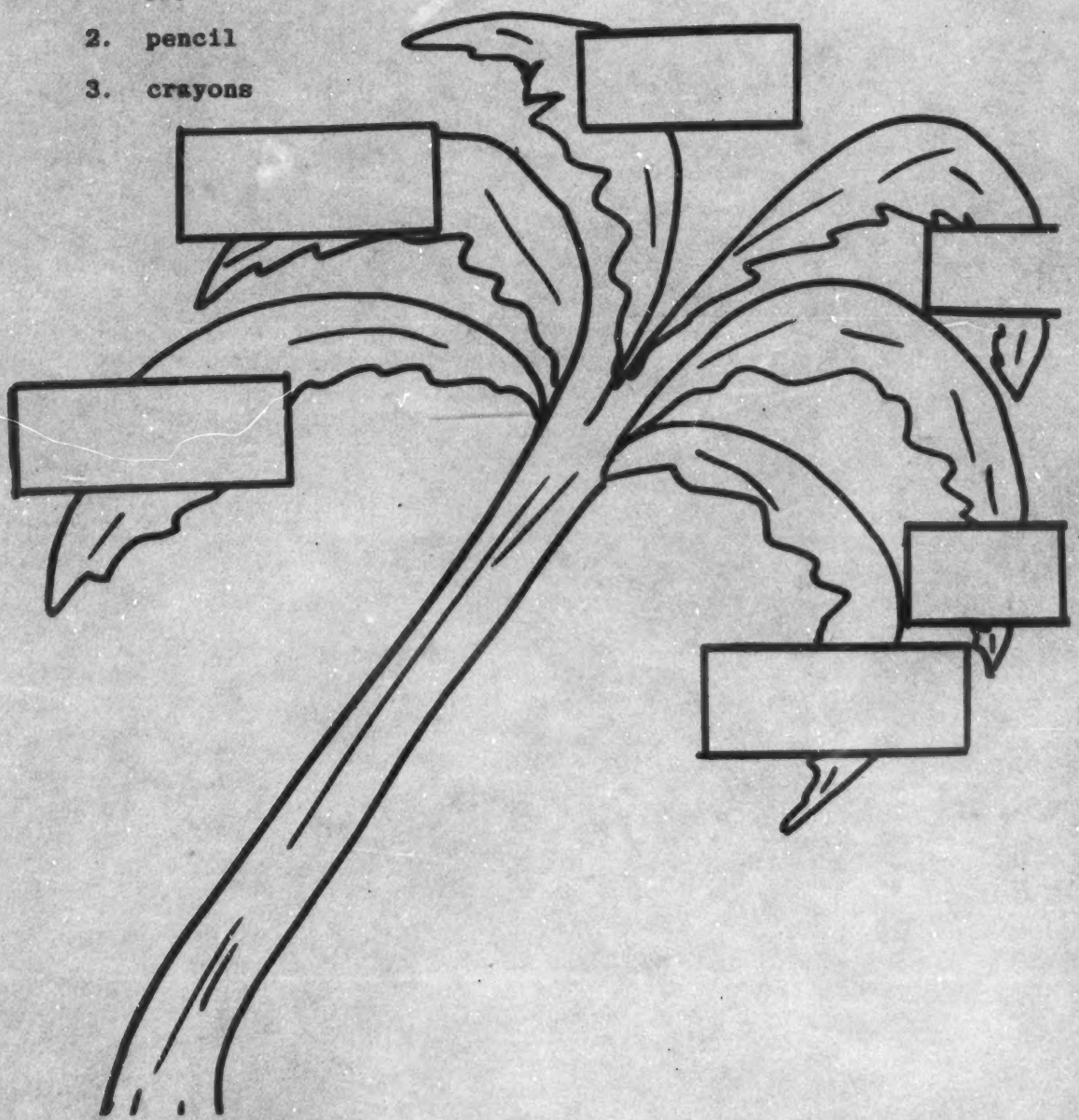
1. crayons
2. pencils
3. paper
4. box

Think of a product. It can be something on the market, or something you've made up. Pretend it's in a box. Wrap a box as if it were a gift, except use white paper. Decorate the box, advertising the product it contains. Display your creation in the classroom.

COMMERCIAL ARTIST TREE

You need:

1. paper
2. pencil
3. crayons



Can you name six types of commercial artists? Draw a tree on another piece of paper. Fill the boxes.

CARTOON WRITING

You need:

1. two or more people
2. pencils
3. paper
4. comic section of newspaper

Have one student draw a cartoon from the newspaper with the pictures but not the words. Have the others try to supply words that are funny and make sense. Now have the other student draw the cartoon while his friend fills in the words.

If this comes easily to you, try writing the words and drawing the picture completely on your own!

Share your results with the class.

MENUS

You need:

1. paper
2. pencil
3. magazines or something with pictures of food
4. glue
5. scissors

Many restaurants depend on a commercial artist to make attractive menus. Fold your paper in half. Design a cover for the menu including the name of the restaurant. In the middle include names of the dishes, price, and some pictures of the food. Make it attractive. The owner wants his customers to return!

PAMPHLETS

You need:

1. paper
2. pencil
3. crayons or felt pens

You have been asked to design a pamphlet (or little booklet) telling people about the benefits of the American Red Cross. You must design the cover. Think about the many activities of the Red Cross. Make your pamphlet.

Share it with the class.

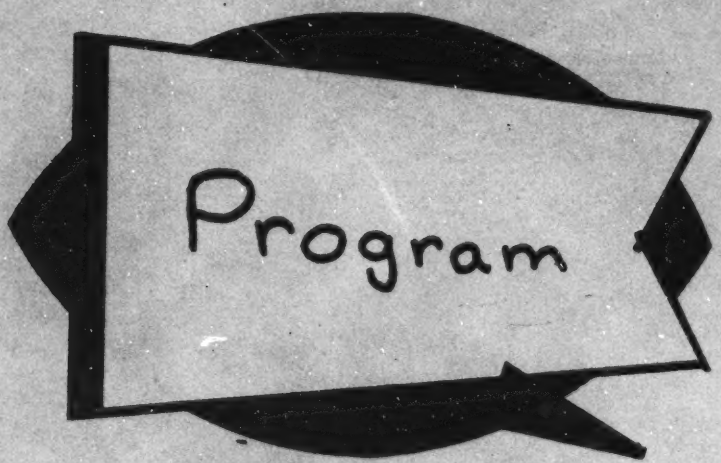
TOUCH DOWN!

You need:

1. paper
2. crayons or felt pens

You've been asked to do the cover on the programs for a football game. The attractiveness of the cover makes a difference in how many are sold. Design the cover of a football program.

Share your program with the class.



THEATER PROGRAMS

You need:

1. paper
2. pencil
3. crayons or felt pens

Pretend.....

You've been hired to design the program cover for the play "Heidi." Think of what "Heidi" is about. Design a cover for the theater program.

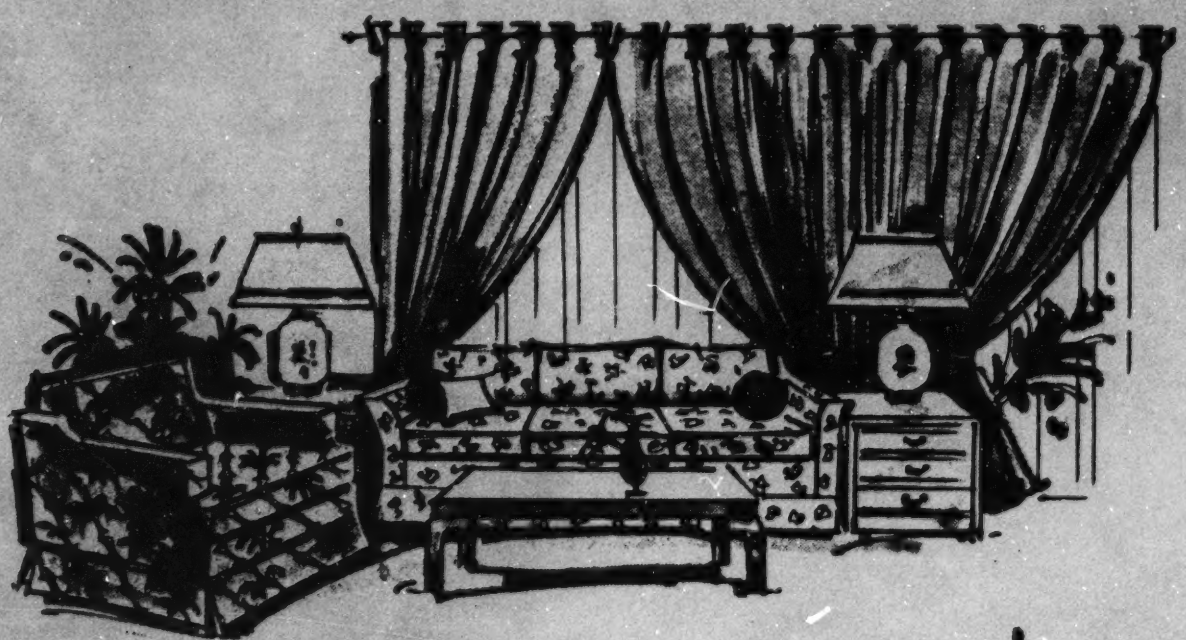
(If you wish, you may use a play of your choice).

"WHAT DO YOU MEAN YOU DON'T LIKE IT!"

You need:

1. two or more students
2. acting ability

A commercial artist cannot always go by his own likes and dislikes. He must also please the person who hired him. You've just designed a living room for some people. You have it all drawn out; you've spent days working on it and you think it's beautiful. However, when you show it to the homeowners, they think it's terrible! What will you do? Plan a skit about this problem. Include a solution.



POSTERS

You need:

1. paint, felt pens or crayons
2. poster paper
3. pencil

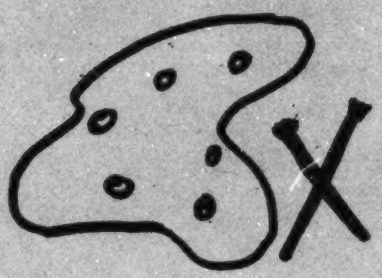
Is there an event coming up at school? Perhaps there's a paper drive, a talent show, a special assembly or a sports event. Make a poster advertising the event. Display your work.

SET DESIGN

You need:

1. paper (butcher)
2. pencil
3. paint, crayon or felt pens

Nearly every play you attend has scenery in the background. The materials decorating the stage are called "set design." Think of a play you've seen or read. On butcher paper make a scene for one of the acts. Perhaps you can perform the play also.



BULLETIN BOARD

You need:

1. paper
2. pins
3. yarn

Prepare an idea for a bulletin board about commercial artists. You could have a picture of a man or woman in the center. Make yarn arrows pointing to all the different types of commercial art. You might include samples of that type of art.

RECORD ALBUMS

You need:

1. cardboard
2. magazines (for pictures)
3. scissors
4. glue
5. crayons, paints or felt pens

Who is your favorite recording star or group? Use a piece of cardboard the size of an album cover. Design a cover that will attract customers. Include the star's name on the front. You may cover it with cellophane if you really want it to look real!

A SIGN OF THE TIMES

You need:

1. paper
2. pencil

Pretend.....

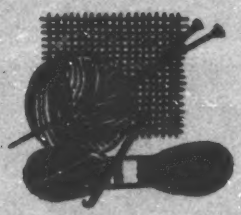
You've designed a beautiful sign. It's all painted and attached to the front of the restaurant. The owner has complimented you for your great talent. During the night someone vandalizes your sign. They've scratched words on it, chipped the paint, and have left it hanging on its side.

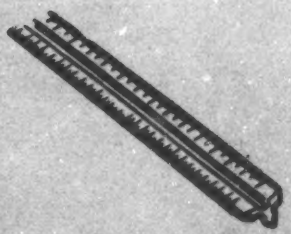
Write a paragraph describing how you feel when you see your sign. Read it to the class.

ART MATERIALS

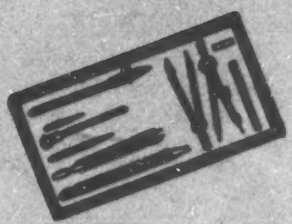
You need:

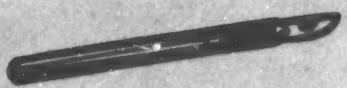
1. paper
2. pencil

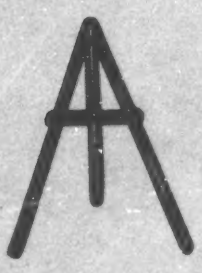


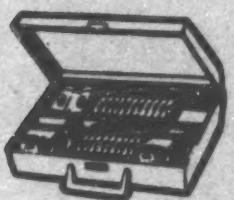


Commercial artists need materials to do their work. Often these materials are very expensive and must be bought in special stores. List the various commercial artists we've learned about. Under each artist list the materials he or she needs to do their job.









SHE'S A DOLL!

You need:

1. pencil
2. paper
3. glue
4. material scraps
5. needle and thread

Read the book How To Make Doll Clothes. Design at least two outfits for your doll. You may draw them and color them in with felt pens or crayons, cut them from material and glue the material to paper, or sew them yourself from material scraps. Share your creations with the class.

"JUNK" TOYS

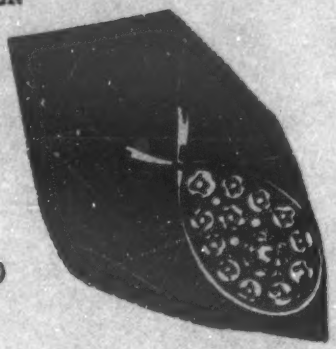
You need:

1. tools
2. carpentry skills
3. "junk"

Several toy companies actually have groups of children test their toys to see if they attract children, and if they're fun to play with. Toys must be made in attractive shapes and colors, or children won't buy them. You are a toy designer. Assemble wood scraps, springs, buttons, or other materials and design and build your own toy.

Display it in the classroom.

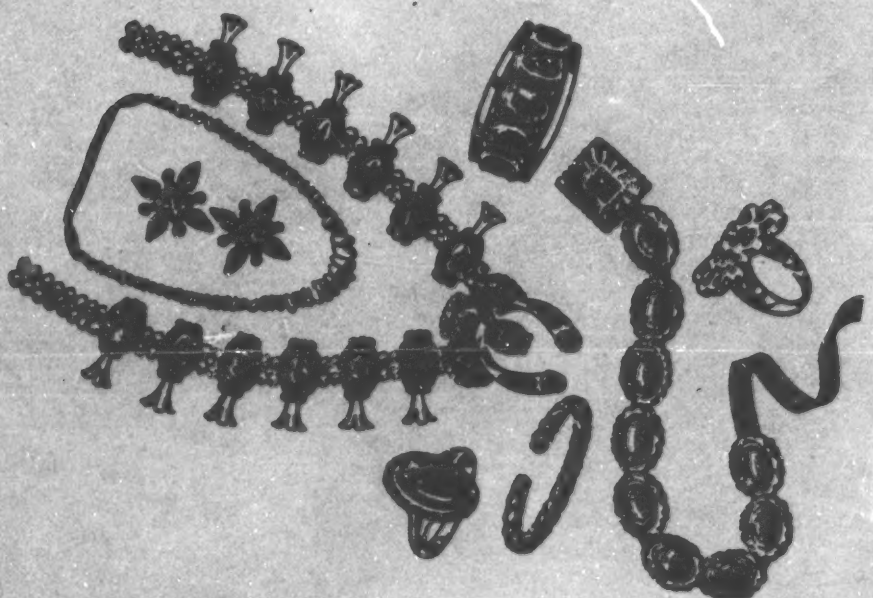
JEWELRY DESIGN



You need:

1. paper
2. pencil
3. crayons (maybe)

Jewelry designers draw pictures of jewelry ideas. Then the jewelry maker heats the metal and forms it into the correct shape. Think of a jewelry item like a necklace, key chain, earrings or ring. Draw a picture of how you want your finished jewelry. Is it neat and easy to see? Share your drawings with the class.



AUTO DESIGN

You need:

1. pencil
2. construction paper
3. crayons, felt pens, or paints

Every year most car manufacturers advertise new car models. They want the new cars to look exciting to attract buyers. Design next year's model of any car you choose. Make it on large paper. You might want to write an advertisement telling what's new inside the car too.

LET TALENT BLOSSOM

You need:

1. flowers
2. vase

When flowers are delivered from the florist, the arrangement is beautiful. Your florist knows which colors look well together. He or she knows not to crowd the flowers, and not to put very tall flowers alongside short ones.

Pick flowers from your yard, (if you use a neighbor's, ask permission!), arrange them attractively. Bring your arrangement to class.

HO HO HO!

You need:

1. pencil
2. construction paper
3. crayons, felt pens, paints
4. glue (maybe)

It is Christmas time in your town. The business men want Main Street to look well decorated in the Christmas spirit. You have been given money to buy all the decorations you need. Draw Main Street with light poles, parking meters, and stores all decorated the way you would like.

WINDOW WONDER

You need:

1. construction paper
2. pencil
3. felt pens, crayons, or paints

Many stores hire commercial artists to create displays in their windows. Attractive displays make people want to shop there. Draw a large square store window. Decide what kind of products your store sells. Decorate your store window.